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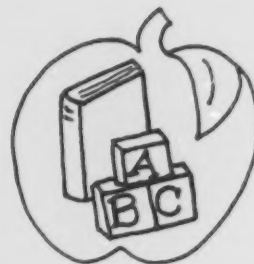
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ABSTRACT

This manual provides guidelines for early childhood programs and public school systems wishing to establish or formalize a transition process to meet the needs of preschool children moving into the public school system, based on the STEPS (Sequenced Transition to Education in the Public Schools) model developed in Kentucky. The manual begins with an overview of the STEPS model, including a brief history and a summary of the model's major components. A transition overview then discusses the need for an effective transition process and the benefits of interagency coordination. Final sections provide details about the major components of the STEPS model, addressing strategies for: (1) developing administrative procedures and processes; (2) inservice training and communication skills for staff members; (3) encouraging families to become involved in the child's preparation for, evaluation, and placement in the next educational environment; and (4) developing and using assessment and instruction for young children to prepare them for the next placement. Several forms designed to organize the transition process and to facilitate communication are provided, including a transition timeline, parent report form, roles and responsibilities, follow-up information packet completed by preschool staff, helpful entry level skills checklist, and replication activities. (Four references.) (JDD)

SEQUENCED TRANSITION TO EDUCATION IN THE PUBLIC SCHOOLS



Project STEPS Replication Manual
Second Edition

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TRANSITION TO

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SCHOOLS

Project STEPS Replication Manual
Second Edition

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Berea Independent Schools
Madison County School System
Clark County School System
Clark County Early Childhood Development Center
Frankfort Independent Schools
Bluegrass Area Head Start
PUSH Infant and Preschool Program
Northern Kentucky PIPC
Central Kentucky Head Start Cluster

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PREFACE

This manual provides guidelines for early childhood programs and public school systems wishing to establish or formalize a transition process. It is not a cookbook approach, since transition should be tailored to meet the needs of the individual agencies involved. The manual provides suggestions based on the development of the STEPS model. It includes strategies and options that proved to be beneficial and successful in a variety of settings.

The first section of the manual provides an overview of the STEPS model, including a brief history and a summary of the major components of the model. The second section, Transition Overview, discusses the need for an effective transition process and the benefits of interagency coordination.

The final four sections provide details about the major components of the STEPS model. Section three, Administrative Structure, provides strategies for developing administrative procedures and processes. Section four, Staff Involvement, provides strategies for inservice training and communication skills for staff members. Section five, Family Involvement, provides strategies for encouraging families to become involved in the preparation for, evaluation, and placement in the next educational environment. Section six, Child Preparation, provides strategies for developing and using assessment and instruction for young children to prepare them for the next placement.

The format of these last four sections includes an introduction and a series of strategies. Each strategy contains an objective to be fulfilled and considerations addressed during model development, followed by steps that facilitate each objective.

STEPS MODEL

STEPS MODEL

HISTORY

In the early 1980's, interagency collaboration among the preschools serving children with disabilities in the Lexington, Kentucky area was non-existent. There was little or no communication among the directors and their staffs. Although there were not enough placements for young children with special needs in the community, the preschools were not working together to insure appropriate placement for all children.

In addition, there was little positive communication with the Fayette County Public School System, the local school system receiving the children from these preschools. Communication was poor and the relationship was strained. The public school system had recently been through a due process hearing regarding the transition of a young child from a preschool to the public schools. Preschool staff sometimes recommended that parents take an attorney with them to IEP meetings. Standard procedures for transition were not established. As a result, transition of young children to the public schools was not smooth.

In 1983, the directors of three preschools in Lexington serving children with disabilities, met to discuss the problems associated with lack of coordination and communication. The Preschool Interagency Planning Council (PIPC) was formed as a result. Formation of the group was generated through: recognition of the need for benefits of interagency coordination and commitment of the part of the individual agencies to improve the quality and quantity of services for preschool children with disabilities.

Although the group began as an informal organization, by January, 1984, the group had formalized its structure through a written agreement. The group established organizational goals. It also expanded its membership to include all seven preschools in Lexington providing services to preschool children with special needs.

When PIPC was formed, member agencies participated in an assessment of community needs for preschool children with disabilities. After the needs were identified, major goals were developed. The major focus became coordination and improvement of services for preschool children with disabilities through approaches which were both programmatically sound and cost effective.

It was the consensus of the group that transition was the number one priority. Since all PIPC programs were sending young children into the Fayette County schools, an effective transition model was of utmost importance. The Fayette County School System agreed that the development of a transition model was a priority. Recognizing that they would receive these children, they indicated a desire not only to support the development of a transition model but to be an integral part of its development.

With the support of the PIPC agencies including the Fayette County Public Schools, the Child Development Centers of the Bluegrass, in collaboration with Cardinal Hill Hospital Preschool and Growing Together Preschool, submitted a proposal for a demonstration grant to the Handicapped Children Early Education Program, a part of the Office of Special Education Programs. In June of 1984, notification was received that the proposal, Project STEPS (Sequenced Transition to Education in the Public Schools), was funded. The goals of the grant were:

- to establish a service delivery model for insuring the successful placement of children with disabilities from preschools into appropriate public school programs which serve children with disabilities in settings with non-handicapped children to the maximum extent possible,
- to establish a community-wide parent training and support program which would increase the ability of parents to participate actively and effectively in the educational process of their disabled children,
- to establish a system for model demonstration and dissemination.

Beginning in August 1984, the Project STEPS staff, the PIPC members, and the Fayette County Public School staff began working on the development and implementation of the transition model. Seven diverse preschool agencies and a large public school system were involved. The preschool agencies included the three preschools serving young children with handicaps and the four agencies added to PIPC. These included: The Community Action Lexington-Fayette-Nicholas County Head Start; The Early Child Care Center operated through the Lexington-Fayette Urban County Government for children referred as at-risk for abuse or neglect; the Lexington Hearing and Speech Center; and, the Women's Neighborly Organization which offered preschool programs for inner-city children. The Fayette County School System, the second largest in Kentucky, had a student population of 30,000 with approximately 3,000 students receiving special education services. The system had 33 elementary schools with each offering some type of special education program.

ADMINISTRATIVE COMPONENT

During the early development stages of the model, it was obvious that the first step was to secure administrative support and establish administrative guidelines. Specific administrative procedures and timelines were developed initially by identifying common needs and problem areas and by compromising where necessary. For example, the preschools expressed a need for children to be referred, evaluated, and recommended for public school placement prior to the end of the child's last year in preschool. The public school system readily agreed; however, in order to implement due process procedures, it was necessary for the preschools to refer children early in the child's last year of preschool. Compromises on issues such as these resulted in transition timelines which addressed the needs of all concerned (see Appendix for sample timeline).

Next, procedures for establishing a referral process were discussed. To insure compliance with state and federal regulations, the preschools agreed to use Fayette County's due process procedures and complete their referral and observation information.

When making the initial referral, it was agreed that preschool staff would attach pertinent background and evaluation reports to the referral form. At that point, the Fayette County Public School System would determine what other information was needed for compliance with legal requirements, then secure the necessary evaluation. In order to decrease the anxiety level of young children being evaluated, these evaluations took place in the preschool. When possible, the public school utilized preschool information and test data, thus eliminating duplication of services.

Prior to 1984, test results obtained by Fayette County personnel were not shared with the preschool staff and parents prior to the IEP meeting. As a result, much tension existed at these meetings. Many times parents were caught off guard when the public schools arrived at a different label than the preschools. To avoid these problems, it was decided that everyone would share test results prior to the IEP meeting. Since the preschool personnel had a relationship already established with the parents, they assumed responsibility for initially explaining the test results. The parents and preschool personnel agreed to draft a sample IEP containing recommendations and objectives to take to the IEP meeting. An agenda was developed for the IEP meeting and was shared with all concerned. Parents and preschool staff were put on the agenda first as a way of introducing the child to the public school personnel (see Appendix for parent report form).

In order to insure that the above timelines and procedures were implemented as smoothly and effectively as possible, the roles and responsibilities of all persons involved were identified (see Appendix for roles and responsibilities). Further, a single contact person within each agency was identified to insure that timelines and procedures were shared with program staff. Each preschool agency contact assumed the responsibility for acting as liaison with the public school contact person.

While it was extremely important to identify administrative guidelines and negotiate policy and procedures, it was obvious that significant players in the transition process would be the preschool and public school staff, the parents, and the children themselves. The remaining components of the STEPS model target these areas.

STAFF INVOLVEMENT

Since preschool involvement was critical to the referral and evaluation process as well as to relationships with the parents, it was imperative that staff receive appropriate training and inservice. Inservice meetings were planned and conducted to acquaint preschool staff with federal, state, and local regulations; public school operation and funding; and the services and programs offered by the public schools. In addition, they received training on their involvement in due process procedures and on their role in the transition process concerning both procedural and instructional issues. Inservice was also planned and conducted for public school staff to acquaint them with the role of the

preschool, the benefits of early intervention, and their role in the transition process.

Critical to an effective transition model was appropriate and increased communication between the preschool and public school staffs. Various programs were planned and implemented:

- **Cross program visitation** was initiated to allow administrators and program staff the opportunity to visit each other's programs. Preschool staff were scheduled to visit a variety of public school settings prior to the time they initiated a referral. Arrangements were made for public school staff to visit in the preschools and meet specific children prior to the IEP meetings. This cross program visitation facilitated not only the referral process but improved communication at the actual IEP meeting.
- **Videotapes** were made of the various special education and regular education programs in the Fayette County school system to allow not only teachers but parents an opportunity to learn about programs.
- **Joint inservice** was planned to allow preschool and public school teachers an opportunity to meet and exchange ideas.
- **Follow-up packets** were developed to provide teachers an opportunity to correspond. Here, the preschool staff assumed responsibility for establishing linkage among the preschool staff, public school staff, and the child's parents. The purpose was to establish continuity between the preschool and public school programs. Communication linkages between preschool and public school staffs allowed the child's new teachers and therapists to benefit from the experiences of the child's preschool teacher and therapists. In addition, it provided preschool staff with a sense of closure (see Appendix for follow-up packet).
- **Joint curriculum** activities allowed preschool and public school staff to work together on the revision of the Early Childhood Objectives of Fayette County's Thesaurus, a directory of instructional objectives for special education programs.

FAMILY COMPONENT

Since family involvement was seen as a key factor for the successful transition of young children from preschool programs to the public schools, it was a major goal of STEPS to increase the ability of families to actively and effectively participate in the educational process. A key component was in development and implementation of a system for early linkage of families to the public schools. Because the needs, interests, desires, and/or abilities for involvement varied among the families, Project STEPS used a multi-level family training program which provided a variety of participation levels. The result was a community-wide program which offered families options for learning about the transition process. Families were given the prerogative of selecting the options

they felt would be most beneficial; however, they were encouraged to participate in as many of the options as possible. The following options were made available to families to help link them to the public schools.

- Group Meetings/Trainings - A series of family training sessions was planned annually. Topics included: specific disabling conditions, PL 94-142, parent rights, IEP development, implementation and evaluation, programs available in the local school system, and criteria for placement. Since a major purpose of the group meetings was to show a united front, both preschool and public school staff presented at all family group meetings. Principals, public school teachers, and families who had already experienced transition were invited to at least one family session to talk about their perspective on transition.
- Individual Assistance and Training - The child's preschool teacher was instrumental in explaining to families the many aspects of the transition process. This occurred formally during parent conferences and informally through conversations and notes. Other preschool personnel were available to families to answer questions and to provide needed counseling. A major effort was made to link families with those people within the public school system who could help them throughout the transition process.
- Written Information - Information was provided to families concerning due process, program placement and criteria, the evaluation process, the IEP process, parent rights, and kindergarten registration. A pamphlet describing the public schools and their services was also used.
- Videotapes - Special education and regular education programs in Fayette County were videotaped to provide parents with basic information regarding class size, basic eligibility criteria, an overview of the class, and a typical schedule. The videotapes were available for parents to view either individually or in small groups.
- Parent Support Group - A parent support group was organized for preschool and public school parents. The purpose of the group was to provide preschool parents an opportunity to meet public school parents who had been through the transition process. It was intended that the linkage of parents would result in a support group that could continue once children entered the public school.
- Project Newsletter - A newsletter was published three times a year. The newsletter, Parent's Primer, was disseminated to all parents in the seven preschool programs. Each issue contained an article regarding the transition process, an article written by a member of the public school staff, and information on other topics of interest to parents.
- I.E.P. Meeting - Parents were requested to attend their child's IEP meeting and other meetings scheduled by the public schools. Parents were informed of evaluation results by the preschool staff prior to this meeting. Their input

on the development of a sample IEP was encouraged.

- Supplemental Services - Since many families, particularly those with a special needs child, need a variety of primary as well as supplemental services, a major component of the STEPS model was to provide linkage of families to supplemental services. Since preschools and public schools frequently had different service orientations, public school placement often meant leaving behind some services the parents had come to expect. Therefore, when a child entered the public school, a mechanism was needed for both the continuation of needed services and for accessing new services as required by changes faced by the family and the child. A generic supplemental services directory was developed to assist parents in accessing supplemental services throughout the child's involvement in the preschool program and while making the transition to the public schools. In addition to the guide itself, parents were given assistance in obtaining the services. At all times, however, they were encouraged to make contacts on their own. Since preschool staff would not be with them indefinitely, parents were encouraged to become independent in seeking their own services.

CHILD PREPARATION COMPONENT

A major goal of Project STEPS was to prepare children for the transition process. The research conducted by Vincent et al. (1980) showed that many children who experienced failure in kindergarten and first grade had difficulty with the social/behavior skill areas rather than the academic areas. Therefore, the Helpful Entry Level Skills Checklist was designed to assist preschool teachers in selecting functional skills that preschool children might need in order to make a successful transition (see Appendix for Helpful Entry Level Skills Checklist). These skills address attending, compliance, following directions, turn taking, following class routine and rules, and functioning independently. In short, the Helpful Entry Level Skills were identified as those social and behavioral skills that were helpful to a child for successful functioning in the next school environment. While the acquisition of these skills was not a requirement for placement in any public school program, it was hoped that these skills would help children in their adjustment and facilitate their placement in the least restrictive environment.

The Helpful Entry Level Skills Checklist was developed by preschool and public school teachers based upon skills identified by other transition models. While it was not possible to determine a specific set of functional skills appropriate for all preschool children, it was possible to determine those skills which were common and desirable for most children. The skills selected were seen as the most critical for facilitating a child's successful transition from preschool to the public schools.

The Helpful Entry Level Skills Checklist offered a systematic way of recording and identifying specific functional skills for children going through the transition process. Once the checklist was administered and skills identified, transition objectives were identified on the child's Individual Education Plan. The purpose for including objectives

on the child's IEP was to identify, with the families, issues and concerns related to the transition process. In addition to the entry level skills, other areas in which families could be actively and effectively involved in their child's transition were identified.

The Instructional Strategies manual was developed by the preschool and public school personnel to correlate with the Helpful Entry Level Skills Checklist. While many of the skills were being taught at the preschool level, a systematic way of teaching the skills and recording progress was not in place. The manual provided teachers with specific ideas for incorporating functional skills into their class plan. Instructional strategies were also shared with families to encourage them to foster independence in their children within the home environment.

REPLICATION

During the third year of the grant, the model was replicated in four Central Kentucky sites. These replication sites reflected a variety of settings including: one preschool serving one public school; one preschool serving many public schools; one preschool with a home-based component serving two public schools; and one preschool with a large number of at-risk children serving many public schools.

In all situations, the STEPS Model was modified to meet the needs of the preschools and public schools involved. In some sites, communication on transition between the preschools and public schools existed prior to STEPS. Here, replication took the form of formalizing agreements and expanding options. In other sites, initial contact had to be established. In all situations, however, a need for an effective transition process was recognized. All participants were willing to support replication and to establish and/or improve the process in their area (see Appendix for replication activities checklist).

SUMMARY

STEPS was instrumental in establishing a community-wide service delivery model for insuring the successful placement of children in the least restrictive public school environment. Administrative procedures were developed to insure a standard process for transition, the timely transfer of records and information, referral, evaluation, and placement. Preschool and public school staff were actively involved in the transition of the children. Parents were linked to the public schools and to needed supplemental services. Children were trained on specific skills to facilitate their transition to the public schools.

By initially targeting problems that were easily solvable, success was achieved. With project participants having a feeling of success, people were willing to tackle more difficult problems. Through this cooperation, issues that seemed impossible during the first year were addressed during the second and third years. For example, during the initial meetings to discuss transition, cross program visitation for teachers was discussed. At that time, the establishment of this option did not seem feasible. However, by the second year of the project, cross program visitation was a reality. This was due

primarily to the positive relationships that were emerging as a result of collaboration on transition. In short, trust was established and project participants were proving that success breeds success.

The STEPS Model did not happen overnight. It evolved over a period of time with people working together, communicating, and compromising. By design, the model allows for continual upgrading and improvements as programs, legal requirements, and personnel change.

The STEPS Model continues today in Lexington, Kentucky, the original replication site and in more than 20 additional sites established through statewide outreach activities.

TRANSITION OVERVIEW

TRANSITION OVERVIEW

WHAT IS TRANSITION?

Transition is the process of moving a child from one program to another (i.e., The STEPS Model was developed for transition of children with disabilities into public school special education placement, but the process is equally appropriate for the transition from any early childhood programs and has been adapted to encompass that concept in this manual).

Developing an effective transition process necessitates involvement at four levels:

1. Administration - insuring a smooth transition through cooperative planning and procedures.
2. Staff involvement - insuring that staff at all levels clearly understand their roles and responsibilities related to the overall transition process and program implementation.
3. Family involvement - insuring that parents have the necessary information and skills to help them and their child throughout the transition process.
4. Child preparation - insuring that the child has the skills necessary for placement in the least restrictive environment in the next educational program.

Transition is change. Change brings new opportunities and new challenges. In dealing with transition, processes need to be established that will make it as easy as possible for children and families to change from one program to another. These processes relate to issues for the administration, the staff, the parents, and the child. The issues/needs include the following:

- A. Administration - Problems with interagency and intra-agency coordination may occur due to the differing administrative structures of these programs. Differences may include funding sources, legal requirements, administrative chain of command, terminology, program focus, agency role and responsibilities, operating procedures, forms, and timelines. These differences can lead to misunderstandings and development of an "us and them" mentality, forcing participants to attack each other rather than attacking mutual problems. Administrative staff must be supportive of the need to cooperate and of the importance of transition itself. This is critical to establishing an effective model. Administrators must also communicate this positive attitude to staff and families.
- B. Staff - The sending agency/program staff must plan for the child's transition. In order to do this, the staffs need to understand the next environment into which the child is moving and the skills needed by the child to maximize a successful placement in that setting. This information will assist preschool staff in designing a program which is both developmentally appropriate and functionally relevant to the child's needs in the next placement. In relation to

children with disabilities, staff need to be thoroughly familiar with eligibility criteria for special education services so that appropriate referrals can be made. Lack of knowledge on this subject can lead to frustration on the part of the staff, needless delays in the referral process, poor communication, and a feeling on the part of the staff that the staff within the next educational setting are not respecting their recommendations.

Receiving agency/program staff must also be actively involved in this process. By being familiar with the focus of the sending program and the nature of the services provided to the child, the staff within the receiving agency/program will be in a better position to insure program continuity for the child after the transition is made. The receiving agency staff will also be able to utilize the sending program staff as resource personnel in designing appropriate programs for the child.

- C. Families - Transition may be a frightening time. Families may be moving from a small preschool program to a program in a large school district, or from home-based program to classroom programming, or from a family-centered approach to a more child-centered approach. Families need to understand the similarities and differences in the program they are leaving and the program they are moving to.
- D. Child - The administrative structure, staff involvement, and family involvement must ultimately lead to making the transition process child focused. Follow-up studies with children who have made the transition from preschool to public school have shown that the major problems associated with successful placement are not those associated with academics. They are those associated with social skills, the ability of the child to function as independently as possible within the classroom setting. Given this fact, the current program staff must incorporate the teaching of these skills into the curriculum. For example, the child may be able to perform a certain task at the preschool with much teacher direction and guidance; however, when mainstreamed into a larger class in the public schools, the child may fail to demonstrate that competency in the absence of intensive teacher supervision. Therefore, preschool and public school assessment techniques and curriculum strategies should be reviewed and coordinated as much as possible to insure program continuity. Such coordination helps: the child generalize skills from one setting to another, the current programming staff make relevant and helpful referrals, and the receiving agency/program staff implement appropriate programs at the beginning of the school year.

WHAT ARE THE KEY ELEMENTS IN MAKING TRANSITION WORK?

Transition is establishing an effective working relationship between the sending and the receiving agencies/programs. Therefore, successful transition requires effective interagency and intra-agency coordination. The keys to inter and intra-agency

coordination are perceptions, interpersonal dynamics, participation, and communication.

Perceptions are critical in the transition process. How each agency or program sees itself and the other agencies or programs affects the success of inter and intra-agency coordination. Success depends on:

- eliminating an "us and them" mentality. Staff must view team members as colleagues;
- perceiving that problems can be solved and being willing to not only identify problems but also identify possible solutions;
- perceiving that the problems to be solved are multi-faceted (When the problem involves more than one agency/program, likewise, the solution involves more than one agency/program. Everyone must be willing to say, "What am I doing to contribute to the problem?" Everyone must approach problems with an attitude of "It's our problem" rather than "It's their problem". To do this, everyone must be willing to compromise and problem solve)
- working together to convey a positive perception to families involved in transition and the community at large;
- staying focused on the issues, not positions.

Interpersonal dynamics are also vital consideration, because inter and intra-agency coordination boils down to people dealing with people. The most effective administrative procedure will fail if it does not acknowledge this. Effective interaction depends on:

- demonstration of an interest in others, their programs, problems, and successes;
- communication of trust and respect;
- attacking the problem, not the people;
- using a positive approach.

Participation translates into involvement. Involvement is essential to all four levels of the transition process. The elements of effective participation are:

- willingness to compromise;
- willingness to give as well as receive;

- active participation by each member;
- organizing activities to facilitate participation;
- achieving consensus on needs and problems; (First, tackle the problems which people feel can be solved. Then, the more difficult problems will seem easier to solve.)
- scheduling regular meetings and establishing standard procedures for operation, problem solving, and communication;
- making a commitment to participate in the process to the extent necessary to make it work;
- patience; (Inter and intra-agency coordination takes time. It is a continually evolving problem-solving adventure.)
- becoming "friends" as well as colleagues.

Communication is central to transition. Successful communication depends on:

- openness and honesty;
- sharing minutes of meetings to insure that all participants have the same understanding;
- developing written procedures;
- willingness to share information and resources;
- willingness to listen as well as to share;
- communicating the success of the group. (Utilize media, newsletters, and other publications to let people know the group's accomplishments. List member agencies/programs in such communications. Good publicity helps everyone within a community.)

WHAT ARE THE BENEFITS OF ESTABLISHING AN EFFECTIVE TRANSITION PROCESS?

Significant benefits related to transition and inter and intra-agency collaboration can result with effective planning and implementation. Specific benefits include:

- child-oriented instruction in skills that are necessary for the next placement;
- program continuity;

- assistance to families in relieving anxieties associated with transition by providing the information they need to be effective participants in the child's education;
- assistance to staff by providing them with a more clearly defined long term goal to use as a basis for program planning;
- assistance for staff in making more appropriate referrals for children with disabilities;
- enabling a sense of closure for staff;
- provision of helpful information and readily available resources to receiving agency/program staff in initiating educational programming for the child;
- provision of administrative benefits;
 - reduction of communication breakdowns,
 - reduction of the frequency and intensity of frustrated families and staff,
 - mechanism for staff development and family involvement,
 - implementation of procedures which will reduce the negative impact of staff turnover,
 - a structure for building positive public relations with other agencies, programs, and the community at large,
 - mechanism for solving administrative problems related to transition.

ADMINISTRATIVE STRUCTURE

ADMINISTRATIVE STRUCTURE

An effective administrative structure is essential to a successful transition model. This structure can be established by:

- developing chains of command within participating agencies,
- establishing an effective vehicle for problem solving,
- clarifying roles and responsibilities of participants,
- establishing timelines for the transition process,
- developing and institutionalizing operational procedures,
- dealing with forms and other documentation,
- developing staff training and parent involvement activities related to transition, and
- establishing follow-up procedures for children who have made the transition.

An effective administrative structure shows support at the top, setting a tone of interagency, intra-agency partnership. It provides systematic guidelines for how the process will work, thereby, keeping the process organized. It establishes channels and procedures for communication which are critical to making the process work. An effective administrative structure continues to problem-solve and implement changes that will keep the transition process vital and evolving.

I. DEVELOPING AN ADMINISTRATIVE STRUCTURE FOR TRANSITION (INTERAGENCY ISSUES)

A. OBJECTIVE

Establish a viable administrative structure for the development, implementation, and evaluation of the transition process.

B. CONSIDERATIONS

1. Which agencies should be involved?
2. Should a transition model be restricted to one agency working in collaboration with another?
3. Should the transition model be community-wide, perhaps involving a number of agencies?
4. If positive working relationships between agencies are already established, how can transition procedures be extended?
5. If relationships between agencies have not been positive, how can interagency collaboration be initiated?
6. How can attention be focused on problem solving through interagency coordination with each participant considering what they are willing to do rather than what they want the other participant to do?

C. STEPS

1. Identify key participants.
 - a. Identify agencies who are involved in transition.
 - b. Identify a contact person within each agency.
2. Determine interest.
 - a. Initiate contact through phone calls, a survey, and face-to-face contact.
 - b. Do not be unnecessarily concerned if an agency is not interested in participation.
 1. Keep agencies informed by sending minutes of meetings and correspondence.
 2. Encourage agencies to join at any point.
3. Conduct meetings to plan and implement a transition process.
 - a. Plan the meeting.
 1. Identify someone to assume the leadership role for organizing and chairing the initial meeting.
 2. Check the calendars of all likely participants to set a workable date for the meeting.
 3. Plan a location that is mutually convenient.
 4. Develop and circulate an agenda for the meeting.

- b. Conduct the initial meeting.
 - 1. Try to achieve a consensus on the need for cooperation on the issue of transition.
 - 2. Set a tone for the meeting that allows open communication.
 - 3. Discuss the current transition process, its strengths and weaknesses.
 - c. Plan follow-up meetings to take place on a regular basis, i.e. monthly meetings at the same time each month.
 - d. Designate a regular meeting site or plan to rotate among participating agencies to allow program visitation.
4. Establish common goals.
- a. Set priorities for problem solving, selecting those problems which appear easiest to solve.
 - 1. Use formal techniques, i.e. Nominal Group Technique.
 - 2. Use informal methods, i.e. discussions.
 - b. Negotiate agreements.
 - 1. Put agreements in writing.
 - a. Written agreements insure that all participants are clear on the procedures/solutions developed for the issue at hand.
 - b. Written agreements insure that remedies will be ongoing when there is staff turnover.
 - 2. Circulate agreements to all parties.
 - c. Approach problems which initially seem unsolvable after easier problems are solved. Remember, success breeds success.

II. DEVELOPING AN INTRA-AGENCY STRUCTURE FOR TRANSITION

A. OBJECTIVE

Establish a viable structure for the development, implementation, and evaluation of the transition process within an agency.

B. CONSIDERATIONS

1. Which staff members should be involved?
2. Should transition be district/region wide and/or restricted to specific schools/agencies?
3. If positive working relationships between staff are already established, how can transition procedures be extended?
4. If relationships between staff have not been positive, how can intra-agency collaboration be initiated?
5. How can attention be focused on problem solving through intra-agency coordination with each participant considering what they are willing to do rather than what they want the other participant to do?

C. STEPS

1. Identify key staff for participation.
 - a. Identify administrative and program representatives.
2. Determine the level of involvement for administrators and program staff.
 - a. If unable to participate, keep interested staff members informed through minutes and correspondence.
3. Conduct staff meetings to plan and implement a transition process.
 - a. Plan the initial meeting.
 1. Identify someone to assume the leadership role for organizing and chairing the meetings.
 2. Check calendars of all likely participants to set a workable date for the meeting.
 3. Plan a location that is mutually convenient.
 4. Develop and circulate an agenda for the meeting.
 - b. Conduct the initial meeting.
 1. Try to achieve a consensus on the need for cooperation on the issue of transition.
 2. Set a tone for the meeting that allows open communication.
 3. Discuss the current transition process, its strengths and weaknesses.
 - c. Plan follow-up meetings to take place on a regular basis, i.e., monthly meetings at the same time each month.

- d. Designate a regular meeting site or plan to rotate among participating schools/programs to allow program visitation.
- 4. Establish common goals.
 - a. Set priorities for problem solving, selecting those problems which appear easiest to solve.
 - 1. Use formal techniques, i.e., Nominal Group Technique.
 - 2. Use informal techniques, i.e., discussion.
 - b. Negotiate agreements.
 - 1. Put agreements in writing.
 - a. Written agreements insure that all participants are clear on the procedures/solutions developed for the issue at hand.
 - b. Written agreements insure that remedies will be ongoing when there is staff turnover.
 - 2. Circulate agreements to all parties.
 - c. Approach problems which initially seem unsolvable after easier problems are solved.

III. ASSUMING RESPONSIBILITY FOR THE TRANSITION PROCESS

A. OBJECTIVE

Identify roles and responsibilities of persons involved in the transition process.

B. CONSIDERATIONS

1. Who is responsible for implementing transition both administratively and programmatically?
2. Who is responsible for taking into account differing agency/program structure, governing rules and regulations, and personnel roles within agencies?
3. How do different administrative styles of participants affect transition?

C. STEPS

1. Identify a single contact person within each agency responsible for transition.
2. Identify roles and responsibilities of persons involved in transition, including principals, parents, social workers, service coordinators, teachers, other administrators, evaluators.
3. Identify channels of communication.

IV. DEVELOPING TRANSITION PROCEDURES

A. OBJECTIVE

Develop specific transition timelines and procedures.

B. CONSIDERATIONS

1. When should transition start?
2. Should specific timelines for the transition year be developed?
3. Should the timelines be consistent for all the agencies/programs involved?
4. How should special education referrals be made?
5. Who is responsible for conducting the required evaluations?
6. Who is responsible for interpreting evaluation results to the families?
7. Who is responsible for developing IFSP/IEP recommendations?
8. Who should be invited to the IFSP/IEP meeting for each child?

C. STEPS

1. Initiate transition procedures before the child leaves one agency/program and enters the next placement.
2. Develop specific timelines for the transition year depending on:
 - a. schedules of the sending and receiving agencies/programs,
 - b. number of children needing transition information,
 - c. number of children with disabilities needing specific referrals,
 - d. due process considerations.
3. If the child has a disability the following procedures should be implemented:
 - a. Establish a pre-screening committee consisting of sending and receiving agency/program staff who observe and discuss each child prior to making a formal referral.
 - b. Develop forms, procedures, and criteria for making referrals.
 1. Use existing forms whenever possible.
 2. Maintain copies of all referral information within the sending agency/program.
 - c. Establish child evaluation procedures.
 1. Use existing information.
 2. Determine persons responsible for securing additional evaluation in order to meet federal and state regulations.
 3. Conduct evaluations within the current placement setting whenever possible.

4. Develop procedures for scheduling evaluations.
 - a. Avoid scheduling conflicts.
 - b. Notify appropriate persons in event of cancellation.
 - c. Conduct evaluations within the current placement setting whenever possible.
 - d. Develop procedures for scheduling evaluations.
 1. Avoid scheduling conflicts.
 2. Notify appropriate persons in event of cancellation.
 - e. Establish procedures for sharing evaluation results.
 1. Families and staff from sending and receiving agencies/programs should receive all evaluation results prior to the actual IFSP/IEP meeting.
 2. A staff person should be available to interpret evaluation results to families prior to the actual IFSP/IEP meeting.
 - d. Develop procedures for scheduling and conducting an IFSP/IEP meeting.
 1. Develop IFSP/IEP recommendations in advance.
 2. If they exist, use receiving agency/program IFSP/IEP objective data bank and/or curriculum to facilitate communication and program continuity.
 3. Develop a basic agenda so that everyone, particularly the families, will have a clear understanding of what will take place.*
- * It is recommended that the sending agency/program staff and families share their information and recommendations first in order to introduce the child to receiving agency/program.
- * The chairperson should be very sensitive to insuring that the meeting runs smoothly and is consistent with federal and state regulations; however, at the same time, the chairperson should take into account personal dynamics and set the tone of the meeting as one of planning for the child rather than one of form completion.

V. FACILITATING COMMUNICATION BETWEEN SENDING AND RECEIVING AGENCIES/PROGRAMS

A. OBJECTIVE

Establish a mechanism for facilitating communication between the sending and receiving agencies/programs.

B. CONSIDERATIONS

1. Will an effective transition process generate new paperwork?
2. Can existing procedures and forms be used and/or incorporated into a transition process?
3. Besides using forms and paperwork, what can be done to increase communication between the sending and receiving agency?
4. Should service coordinators, interventionists, and therapists be encouraged to develop a means of communication for discussing actual children?

C. STEPS

1. Identify forms needed for each step of the transition process.
 - a. Consider legal and operational requirements of all participating agencies/programs.
 - b. Keep forms as simple as possible. Minimizing paperwork is critical to the success of any effort, including transition.
 - c. Use the same form or similar forms whenever possible.
 - d. Use currently existing forms.
 - e. Obtain staff feedback prior to institutionalizing new forms.
 - f. Provide staff with adequate training in completing forms so that concise and appropriate information is communicated.
2. Encourage staff-to-staff communication.
 - a. Develop a follow-up packet for the sending program staff to give to the receiving program staff. Information may include:
 1. work samples,
 2. specific likes/dislikes of the child,
 3. suggestions on learning styles,
 4. reinforcements effective with the child,
 5. recommended materials,
 6. description of strengths/weaknesses seen in the child.
 - b. Encourage communication via telephone calls and actual meetings to discuss a particular child.
 - c. Plan joint inservices and workshops.

VI. MAINTAINING APPROPRIATE STAFF INVOLVEMENT

A. OBJECTIVE

Develop an administrative structure to allow and encourage staff input developed.

B. CONSIDERATIONS

1. Does staff have input into the development/improvement of transition procedures?
2. How are staff members kept abreast of new developments in the transition process?
3. Do staff members have the opportunity to express their concerns/opinions about the transition process?

C. STEPS

1. Develop a standard procedure for allowing staff to make critical observations and suggestions for improving the transition process.
2. Conduct regularly scheduled staff meetings, and make transition a standing topic on the agenda.
3. Develop a multidisciplinary team to work on the transition of specific children.

STAFF INVOLVEMENT

STAFF INVOLVEMENT

Well trained staff, at both the sending and receiving agency/programs, are essential to successful transition. Staff need knowledge and skills to work effectively with the other agency/program, to convey appropriate information and positive attitudes to families to help them become their own advocates, and to help the child be placed successfully in the most appropriate setting.

Working with the Other Agency/Program

Knowledge of each agency's programs, criteria, and personnel will help staff maintain effective lines of communication. It will foster a tone of mutual understanding, trust, and respect as opposed to an "us and them" mentality. This atmosphere of partnership is critical for transition and for effectively solving the problems that will inevitably arise.

Working with Families

Leaving the preschool requires many changes. These changes may cause families anxiety about new program requirements, services, and terminology as well as concern for the child's success in the next educational setting. As a result, families may seem reluctant to move to the new setting. Sending agency/program staff will need to be sensitive to the stress the families are facing. Staff in both agencies will need to give families accurate and unbiased information about the transition process.

Working with the Child

Program continuity from one agency/program to another is critical. Staff need instructional skills and knowledge of the other placement to establish a learning environment that will ease the child's adjustment to the new placement.

I. SENDING AGENCY/PROGRAM INSERVICE

A. OBJECTIVE

Provide for staff appropriate information regarding the receiving agencies/program operation services, eligibility criteria, due process, completion of forms, and involvement in the IFSP/IEP process.

B. CONSIDERATIONS

1. Do staff members have a basic understanding of the operation of the receiving agency/program?
2. Do they know federal, state, and local guidelines for placing children in special education and remedial programs?
 - a. Do they understand the process for special education referral?
 - b. Are they familiar with the necessary paperwork for initiating a referral?

C. STEPS

1. Conduct inservice annually for staff.
 - a. Plan an orientation for all new staff members.
 - b. Include a review and update for returning staff.
 - c. Involve appropriate sending and receiving agency/program staff as trainers.
2. If the child has a disability:
 - a. Provide written and audio/visual material regarding eligibility criteria and due process. References may include:
 1. PL 94-142 as amended by PL 99-457 and PL 101-457 (IDEA)
 2. state regulations and laws governing special education programs,
 3. copy of state plan for implementing PL 94-142 as amended by PL 99-457 and PL 101-457 (IDEA),
 4. copy of local guidelines and school system policies and procedures,
 5. videotapes of local school district and agency programs,
 6. commercially developed audio/visual material concerning eligibility criteria and due process procedures,
 7. written information on specific programs.

II. RECEIVING AGENCY/PROGRAM INSERVICE

A. OBJECTIVE

Provide information to insure a continuation of the transition process for receiving agency/program staff.

B. CONSIDERATIONS

1. Are staff members aware of the student's preschool experience?
2. Do they understand the philosophy and purpose of the previous placement?
3. Do they understand the funding structure of the previous placement?
4. Do they utilize the child information they receive from the previous placement?

C. STEPS

1. Conduct inservice for staff. Topics may include:
 - a. role of the sending agency/program,
 - b. benefits of early intervention,
 - c. benefits of establishing communication between agencies/programs.
2. Provide written information and audio/visual material about the agency/program. Information may include:
 - a. description and philosophy of the agency/program,
 - b. specific child information,
 - c. videotapes of other programs.

III. CROSS PROGRAM VISITATION

A. OBJECTIVE

Develop and implement an effective and systematic method of cross program visitation.

B. CONSIDERATIONS

1. Do staff members have a practical and functional knowledge of different agencies/programs?
2. Do they have a basic knowledge of the programs in their community?
3. Do they understand schedules and procedures of the other programs including:
 - a. class size?
 - b. behavior/reinforcement systems?
 - c. physical layout?
 - d. routines/schedules required of the children?
 - e. use of ancillary staff?
 - f. pupil to teacher ratio?

C. STEPS

1. Develop an annual cross program visitation for all staff members.
 - a. Sending agency/program staff should visit classrooms prior to placing children.
 - b. Receiving agency/program staff should observe children in their educational environment prior to placement.
 - c. Caution staff members that they are observing programs which may vary each year according to population, staff turnover, and specific program changes.
2. Obtain support of supervisors in developing the cross program visitation.
3. Develop plans for securing release time/coverage for staff or schedule on inservice/record days.

IV. DEVELOPING EFFECTIVE COMMUNICATION SYSTEMS

A. OBJECTIVE

Develop and implement a systematic method of establishing communication.

B. CONSIDERATIONS

1. Do staff members know the academic skills required of students once they enter the next educational program?
2. Do they have access to other agency/program materials and/or curricula?
3. What do they need to know in order to plan and implement effective programs?

C. STEPS

1. Provide social settings where teachers from the programs can meet.
2. Encourage cross program visitation.
3. Provide joint inservice on topics that are applicable to both settings.
4. Encourage use of joint curricula to be used by both programs.
5. Initiate follow-up packet.
6. Encourage receiving agency/program staff to contact sending agency/program staff to discuss specific transition children.

V. STAFF INVOLVEMENT AND THE REFERRAL PROCESS

A. OBJECTIVE

Develop procedures for children with disabilities, referral and evaluation and placement.

B. CONSIDERATIONS

1. What is the responsibility of the in the total process?
2. What information should be shared with families?
3. Who will be involved in the transition process?

C. STEPS

1. Involve appropriate staff in the referral process.
 - a. Complete pre-screening forms, referral forms, and behavioral observations as required by local regulations.
 - b. Provide appropriate evaluations, history, and work samples at the IFSP meeting.
2. Conduct complete/adequate evaluations as deemed necessary by sending and receiving agency/program administrative guidelines.
3. Meet with families prior to the IEP meeting.
 - a. Share evaluations/reports and explain results.
 - b. Draft a sample IFSP/IEP to take to the placement meeting.

VI. ENTRY LEVEL SKILLS

A. OBJECTIVE

Sending agency/program staff will prepare children for transition.

B. CONSIDERATIONS

1. Will it be necessary for sending agency/program staff to teach functional skills?
2. Will it be necessary to adapt instructional settings to teach functional skills?
3. What functional skills are appropriate for children in transition?

C. STEPS

1. Contact receiving agency/program teachers to determine functional skills needed by children.
2. Develop and use instructional strategies that will facilitate the acquisition of specific entry level skills.
 - a. Develop classroom rules that will facilitate the acquisition of entry level skills.
 - b. Establish "school" rules that will facilitate entry level skills.
 - c. Foster independence by encouraging the acquisition of entry level skills.
 - d. Organize the instructional setting so that the next educational environment is approximated by the end of the transition year.

FAMILY INVOLVEMENT

FAMILY INVOLVEMENT

Parents need information and skills in order to participate actively and effectively in the education of their children. Parents need:

- information and skills to access services from a variety of agencies/programs,
- skills to prepare the child for transition,
- awareness of educational services,

If the child has a disability parents need:

- awareness of federal (PL 94-142 as amended by 99-457 and 101-457), state, and local requirements,
- information and skills needed to effectively participate in the evaluation, IFSP/IEP, and placement process.

Because the needs, interests, desires and/or abilities for involvement vary greatly among family members, involvement strategies should give families a variety of options. Such a multi-level approach can include newsletters, correspondence, information packets, group training, individual counseling, parent-to-parent support activities, and program visitation. The level of family involvement can then be individualized based on what families see as their own unique needs. Moreover, in their desire to help families, staff members should avoid promoting family dependence. Rather, all activities should focus on empowering families to become effective service coordinators/advocates for of their children.

Agency/program cooperation is critical throughout transition particularly in regard to family involvement. An atmosphere of mutual trust and collaboration should be nurtured in all family interactions with the family including jointly-sponsored training, written literature, the IFSP/IEP meeting, or one-to-one interchanges.

I. AWARENESS OF OPTIONS FOR EDUCATIONAL PROGRAMMING

A. OBJECTIVE

Provide families with general information about local program options.

B. CONSIDERATIONS

1. What programs are available in the community?
 - a. Will children receive therapy services?
 - b. How are services provided to children?
 - c. Is transportation provided for all children?
 - d. Are children with handicaps integrated with typical children?
2. Do the public schools have appropriate programs available for children?
 - a. Will children receive therapy services?
 - b. How are services provided to children?
 - c. Is transportation provided for all children?
 - d. Who determines what school children attend?
 - e. Are children with handicaps integrated with typical children?

C. STEPS

1. Provide families with opportunities to learn about program options.
 - a. Provide written material explaining the programs and the services provided.
 - b. Make available videotapes of various programs and services they offer.
 - c. Publish a family newsletter targeting various aspects of transition.
2. Plan program visitation.
 - a. Provide families an opportunity to visit and observe specific programs that are possibilities for their children.
 - b. Hold an open house at the agencies/programs receiving preschool children.
 - c. Encourage families to observe the program and meet the receiving teacher once a child's placement has been determined.
3. Develop a series of training sessions for families.
 - a. Invite receiving agency personnel to offer sessions on services and programs available.
 - b. Invite the director of transportation to speak about transportation issues.

- c. Provide an opportunity for families to meet a variety of program staff, including principals, classroom teachers, service coordinators, etc.
 - d. Use a variety of training approaches:
 - 1. lecture,
 - 2. role-playing,
 - 3. panel discussion,
 - 4. group participation.
4. Provide families with an opportunity to meet other families who have previously been through the transition process.
- a. Have a panel of parents discuss transition at a parent meeting.
 - b. Encourage the formation of support groups linking sending and receiving agency/program families.
 - c. Foster informal contact among families.

II. RESPONSIBILITY IN PREPARING YOUNG CHILDREN FOR TRANSITION

A. OBJECTIVE

The families will foster independence in their child by stressing acquisition of functional skills.

B. CONSIDERATIONS

1. What functional skills do children need for a successful transition to the next educational placement?
2. Are children required to follow certain rules?
3. Do children have to work independently?
4. Are children expected to adapt to larger classes?
5. What communication skills do children need in order to make a successful transition?
6. Does a child's level of independence affect transition?

C. STEPS

1. Involve families in their child's educational process.
 - a. Encourage participation in programs.
 - b. If the child has a disability:
 1. encourage participation in the evaluation process.
 2. secure family input during the IFSP/IEP development.
2. Increase families' awareness of their child's functioning level, strengths, and needs.
 - a. Provide families with appropriate reading material on child development.
 - b. Provide specific information on their child's progress through:
 1. daily/weekly progress notes,
 2. parent conferences,
 3. telephone contacts,
 4. information packets.
 - c. Secure parent input when administering the Helpful Entry Level Skills Checklist or determining functional skills.
 - d. Secure family input when targeting functional skills.
 - e. Provide families with instructional strategies to teach/reinforce functional skills in the home environment.

III. FOSTERING INDEPENDENCE

A. OBJECTIVE

The sending and receiving agency/program staff will foster independence in the family.

B. CONSIDERATIONS

1. What resources are available to help families make decisions about their child's placement?
2. Where do families go to find financial, medical, or legal assistance for their child and/or family?
3. How can families access additional therapy, educational, or counseling services for their child?
4. Who will help families access supplemental services when their child leaves a program?
5. Who will be available to answer family questions and assist them with problem solving?

C. STEPS

1. Assist families in accessing supplemental services.
 - a. Develop a generic resource manual listing area agencies and services.
 - b. Share with families current directories/resource guides.
2. Encourage families to assume responsibility for initiating contact when supplemental services are needed.
 - a. Link families to appropriate contact persons with the receiving agency/program and other service providers.
 - b. Help families identify service coordinators.
 - c. Help families develop communication skills necessary for effective collaboration with multiple service providers.

IV. AWARENESS OF PL 94-142 AS AMENDED BY PL 99-457 AND PL 101-457/STATE REGULATIONS

A. OBJECTIVE

Provide families of children with disabilities general purpose/guidelines of PL 94-142 as amended by PL 99-457 and PL 101-457 and other federal, state, and local regulations.

B. CONSIDERATIONS

1. What are children's rights?
2. What are the rights of families of special needs children?
3. Is it necessary to label children?
4. What federal, state, and local regulations affect children's education?

C. STEPS

1. Invite knowledgeable speakers to group meetings to discuss and interpret federal, state, and local regulations.
2. Provide families with a list of agencies that deal with family rights.
3. Provide families with written material that explains federal, state, and local regulations.
4. Agree on common labeling among agencies/programs when possible.
5. Use terminology consistent with PL 94-142 as amended by PL 99-457 and PL 101-4567 and other federal, state, and local regulations.

V. INVOLVEMENT IN THE EVALUATION, IFSP/IEP, AND PLACEMENT PROCESS

A. OBJECTIVE

The families of children with disabilities will actively participate in the education process.

B. CONSIDERATIONS

1. What forms do families need to sign?
2. What evaluations are needed for the next educational placement?
3. Will families be allowed to observe evaluations and talk to the evaluator?
4. What happens if families disagree with the test results?
5. What happens if families disagree with the placement decision?
6. Will an IFSP/IEP be developed, and will family input be considered?
7. How will families be informed?
8. Are resources available to help families make decisions about their child's placement?

C. STEPS

1. Provide group training sessions on due process procedures.
2. Encourage families to be involved in sending program assessments, IFSP/IEP development, and family conferences.
3. Send families written notice according to due process procedures.
4. Inform families of all transition events including timelines and procedures.
 - a. Publish a transition newsletter detailing procedures and processes.
 - b. Send periodic notes to families.
 - c. Share information packet.
 - d. Provide a copy of the due process kit being used including transition procedures and forms.
5. Encourage families to participate in the receiving agencies IFSP/IEP committee process.
 - a. Develop a form to help families organize and convey their recommendations and concerns.
 - b. Develop a family sending agency sample IFSP/IEP to take to the actual meeting.

CHILD INSTRUCTION

CHILD INSTRUCTION

Child instruction is a key element in the transition process. It includes:

- assessing the child's readiness for the next educational placement,
- planning child instruction in the current program related to skills the child will need for the next educational placement,
- implementing instructional strategies in the current program, and
- conducting follow-up activities after placement to insure program continuity.

Research shows that many children who experience failure in kindergarten or first grade have difficulty with social and behavioral skills rather than pre-academic areas. Research further documents that young children can be prepared at the preschool level for their next school experience. Research does not advocate changing preschool programs into mini-kindergartens; however, skills can be taught and facilitated at a preschool level that will allow a smooth transition from one environment to another (Fowler, 1983).

I. ENTRY LEVEL SKILLS

A. OBJECTIVE

Identify entry level skills.

B. CONSIDERATIONS

1. What skills are necessary for children going into the next educational placement?
2. What skills will children need for placement in preschool, kindergarten, first grade, and/or primary special education programs?
3. How can these skills be assessed effectively and efficiently?

C. STEPS

1. Assess current literature on functional skills.
 - a. Survey the literature to obtain information on the use and value of entry level skills.
 - b. Contact transition projects.
 - c. Contact other resources, i.e. state departments of education.
2. Obtain permission to use a previously published entry level skills checklist.
3. Develop entry level skills checklist specific to your site.
 - a. Use previously published entry level skills checklist as references.
 - b. Survey program teachers.
 - c. Secure family input regarding importance of specific entry level skills.
4. Develop a format that is easy to administer.
 - a. Obtain input of teachers as to the applicability to their specific programs.
 - b. Develop a format that requires minimal paperwork and administration time.
 - c. Select items that are concise and specific. Items included should not be open to interpretation.
 - d. Select items that can be written positively.
 - e. Establish criteria for administration of test.

II. INDIVIDUAL TRANSITION PLAN

A. OBJECTIVE

Develop transition goals and include them on the child's IFSP/IEP or program plan.

B. CONSIDERATIONS

1. Target transitional skills/goals on a child's Individual Family Service Plan and/or Individual Educational Plan or program plan.
 - a. Select skills that are most important for a child's successful transition.
 - b. Include objectives that link families to the next placement.
 - c. Include objectives on actual IFSP/IEP for children with disabilities or develop a separate plan.
2. Encourage families to facilitate the acquisition of pre-academic and functional skills in the home environment.
 - a. Share the entry level skills checklist with the families.
 - b. Involve families in the selection of transition goals.

III. INSTRUCTIONAL STRATEGIES

A. OBJECTIVE

Facilitate the acquisition of helpful entry level skills in the school, classroom, and home.

B. CONSIDERATIONS

1. What changes can be made in the current placement?
2. Which skills can be taught in the home environment?
3. How can families and teachers interact with the children to foster independence?

C. STEPS

1. Develop instructional strategies that will facilitate the acquisition of entry level skills.
 - a. Develop school rules.
 - b. Develop classroom rules for use with a group.
 - c. Adapt materials/systems to meet the needs of the individual child.
2. Adapt the classroom to approximate the next environment.
 - a. Structure classroom environment to approximate the next educational program, i.e. use individual desks instead of large tables.
 - b. Identify materials, rules, and layout of next environment to approximate in the current setting.
 - c. Approximate the child/teacher ratio and rewards system used in the next educational placement.
3. Provide families with instructional strategies for use in the home environment.

IV. FOLLOW-UP ACTIVITIES

A. OBJECTIVE

Conduct follow-up activities that will facilitate a smooth transition and insure program continuity.

B. CONSIDERATIONS

1. Did the children achieve the transition objectives?
2. What information does the receiving teacher need in order to insure program continuity?
3. What information do families need to insure program continuity for their child?
4. What is the best way to transmit information?
5. Are longitudinal follow-up studies important?

C. STEPS

1. Post-test the entry level skills.
 - a. Share results with families.
 - b. Encourage families to continue facilitating acquisition of skills during the summer.
2. Develop a follow-up packet for receiving teacher.
 - a. Include pertinent child information:
 1. educational summaries,
 2. therapy summaries,
 3. post-test evaluation results,
 4. introductory letter.
 - b. Develop a procedure whereby the follow-up packets are sent to the receiving teacher.
 - c. Provide families with a copy of the follow-up packet.
3. Develop procedures for program visitation.
 - a. Provide individual children an opportunity to visit the next environment.
 - b. Provide child with an opportunity to meet the new teacher prior to the beginning of school.
 - c. Invite children and families to an open house.
4. Develop procedures for sharing information.
 - a. Arrange for sending and receiving agency/program staff to meet at the beginning of the school year to discuss specific children.
 - b. Encourage teachers to communicate via telephone or in writing regarding questions and concerns on specific children.

5. Conduct longitudinal follow-up studies.
 - a. Track students to determine the appropriateness of the referral and placement.
 - b. Use follow-up studies to improve placement procedures.

PROJECT PRODUCTS

PROJECT PRODUCTS

During the development and implementation of Project STEPS, several forms were designed to organize the transition process and to facilitate communication. These forms are included in this section as Project Products:

1. Transition Timeline - sequence and dates for transition events.
2. Parent Report Form - form completed by parents to take to the public school IEP meeting. Individualized Plan Form - this form integrates the requirements of Part H and Section 619 of PL 99-457. It emphasizes transition planning and family involvement (as required under Part H).
3. Roles and Responsibilities - outline of the major roles and responsibilities related to transition for agency contact person, public school representative, and preschool staff.
4. Follow-up Packet - information packet completed by preschool staff to initiate communication between sending and receiving agencies regarding specific children. It includes: cover sheet which explains the purpose of the packet and provides instructions, Teacher Summary Report, and Therapy Summary Report.
5. Helpful Entry Level Skills Checklist - checklist designed to assist preschool teachers in identifying the functional skills that children might need in order to make a successful transition.
6. Replication Activities - checklist of transition activities to be considered for replication by preschools and public schools.

TRANSITION CALENDAR

- August: Inservice - orientation for new staff and update for returning staff
- September: Initiate family contact regarding next educational program eligibility
Pretest Helpful Entry Level Skills (or other appropriate instrument)
Develop transition goals and objectives on IEP
- October: Initiate referrals on children with moderate/severe disabilities
Organize pre-screening committee for children with mild disabilities
Conduct referring agency cross program visitation
- November: Parent Meeting: Program Registration (Moderate/Severe)
Pre-screening completed by 11/10
Referrals (Moderate/Severe) completed by 11/15
Per-screening Committee meets with receiving agency representative
- December: Parent Meeting (Program Registration (Mild)
Referrals (Mild) completed by 12/15
Next educational program observations/evaluations begin
- January: Administer mid-year Helpful Entry Level Skills Checklist
Parent Meeting: Services in Public Schools
Inservice for referring agency staff on IEP Committee process
Inservice for referring agency speech therapist on KY Severity Rating Scale (KSRS)
- February: Schedule School Open House for Families
Referring agency meets with the family as evaluations are returned to review evaluation data, update IEP, and develop IEP recommendations for the next educational placement IEP
Referring agency administration of speech/language evaluations and KSRS
Attend placement meeting with receiving agency (ARC) as scheduled
Cross program visitation for receiving agency staff
- March: Continue February schedule
- April: Continue February schedule
- May: Continue February schedule
Post-test Helpful Entry Level Skills Checklist
Referring agency staff meet with families to update IEP and provide information helpful for the coming year (follow-up packet)
Complete follow-up packets and transmit to the receiving agency
Complete speech/language report for "speech only" referrals

PARENT REPORT

Full Name: _____ Birthdate: _____

Parent(s): _____ Telephone: _____

Address: _____ Preschool: _____

Strengths:

Needs:

What do you want your child to learn next year?

What are you long term goals for you child?

What types of services do you feel you child needs?

PROJECT STEPS

Transition Roles and Responsibilities

Referring Agency Transition Chairperson

1. Serve as liaison for referring and receiving agencies (ensure flow of information)
2. Serve as consultant to referring agency regarding referral process
3. Serve as contact for families
4. Work with new referring agency teachers regarding referral process, individual transition planning, Helpful Entry Level Skills (HELs)
5. Co-chair family meetings/in-services with receiving agency representatives
6. Monitor Timelines

Receiving Agency Representative

1. Co-chair family meetings and in-services with referring agency transition chairperson
2. Schedule/chair receiving agency pre-screening committees in each referring agency
3. Send required paperwork to referring agencies
4. Schedule/conduct evaluations and observations as needed
5. Schedule placement meetings (ARC)
6. Send evaluation results to referring agency
7. Deliver speech only referrals and follow-up packets to appropriate school personnel
8. Serve as consultant to referring agencies regarding referrals

Referring Agency Representative

1. Initiate family contact regarding next educational program eligibility
2. Work with teachers/therapists in completing/collecting referral information
3. Organize and chair agency pre-screening committee meetings
4. Send referral and pre-screening information to the next education program
5. Attend receiving agency pre-screening committee meetings
6. Send Child Find Information to the next education program
7. Monitor referrals on speech/language only
8. Deliver speech only referrals/follow-up packets to receiving agency representative
9. Attend scheduled family meetings and in-services
10. Attend monthly PIPC Transition Meetings
11. Monitor timelines within agency

Referring Agency Teachers

1. Complete referral information/collect agency information
2. Attend agency pre-screening committee meetings
3. Administer HELs Checklist (or other instrument as appropriate)
4. Develop transition goals with family as part of the IEP/IFSP
5. Participate in cross program visitation
6. Attend scheduled in-services
7. Attend appropriate family meetings
8. Share evaluation results and develop sample IEP with the family
9. Review transition goals and HELs with the family
10. Attend the placement meeting(s) (ARC)
11. Complete follow-up packet

Referring Agency Therapists

1. Provide information for pre-screenings/referrals
2. Participate in pre-screening committee meetings
3. Attend inservice/family meetings, as appropriate
4. Conduct end-of-year evaluations prior to placement meetings
5. Complete sample IEP for use as placement meeting
6. Provide severity rating scales (KSRS) on all speech/language referrals
7. Submit a copy of final therapy summaries for follow-up packet
8. Attend placement meeting (ARC), as appropriate

Meetings/Inservices

To be arranged by referring agency transition chairperson and receiving agency representative.

1. Inservice for new teachers (late summer)
2. Update Inservice for returning teachers (late summer)
3. Family Meetings
Registration with next educational placement (mid-November)
Services available in the next education program (winter)
4. Speech severity rating scales (KSRS) for therapist (January to February)
5. Review of IEP Development, placement meeting procedures (February to March)
6. Cross Program Visitation
Referring agency staff to observe classes/programs (fall)
Receiving agency staff to observe referred children (spring)
7. Open House for families to meet teachers and observe classes/programs (late winter)

TRANSITION ROLES AND RESPONSIBILITIES

1.6 Coordination with Public Schools/Transition. During the child's transition year and contingent upon parental approval, the child will be referred to the local school district of which the child is resident according to the adopted transition calendar specified between the Center and the receiving school district. With some adaptations as may be necessary for school districts other than the Fayette County Public Schools, the following represents roles and responsibilities of various center, public school and other personnel in the transition process. As used here, a referral means a child who is suspected of having a handicap as defined by Kentucky Administrative Regulations which requires special education and related services. Such handicapping conditions include: deaf/blind, hearing impaired, physically handicapped, other health impaired, emotionally disturbed/behavior disordered, specific learning disabilities, educable mentally handicapped, trainable mentally handicapped, severely and profoundly handicapped, multiple handicapped, and visually handicapped. Special education refers to specially designed instruction to meet the unique needs of the child. This is typically provided through full time or part time instruction by a special education teacher. Related services are those services needed by the child in order to benefit from special education including, but not limited to, physical therapy, speech therapy, and occupational therapy. In short, in order for a child to be eligible for special education services, the child must be determined to be handicapped according to state legal requirements and such a handicap must be one which necessitates specialized educational services. Further, the child is eligible for related services only if the child is also receiving special education services. In summary, during the child's transition year, the Center refers to the public schools those children suspected of being handicapped, i.e. needing special education and related services. As used here, the term "referral" means these children. A child can be referred for a related service only in one instance, speech therapy. Such children are referred as being suspected of having a speech and language disorder. During the transition process for the Fayette County Public Schools, referrals for these children are handled separately and are known as "speech only" referrals.

1.6.1 PIPC Transition Chairperson This position is established for Fayette County only. This person chairs the PIPC Transition Committee, a committee of Transition Coordinators designated by each preschool participating in the Lexington Preschool Interagency Planning Council (PIPC) as having responsibility for transition in their respective preschool. The chairperson is selected annually by PIPC and is rotated among the participating agencies. Each year, a co-chair is also elected to serve as back-up to the Chairperson and to be in training to become the Chairperson for the coming year. Responsibilities include:

- (a) Serve as liaison from PIPC preschools to the public schools to ensure information flow
- (b) Serve as consultant to PIPC preschools regarding referrals
- (c) Serve as consultant to PIPC preschool families
- (d) Insure the provision of training and information to new PIPC preschool staff regarding the referral/transition process, the Helpful Entry Level Skills Checklist, Instructional Strategies, and developing transition objectives for the IEP during the child's transition year
- (e) Co-chair family training meetings and inservices along with the Fayette County Public Schools representative
- (f) Monitor timelines for transition agreed to by PIPC and the public schools, advising affected agencies/personnel as needed
- (g) Meet monthly with the PIPC Transition Committee to coordinate transition community-wide
- (h) Meet monthly with PIPC to keep it informed of transition issues and to acquire direction as needed

1.6.2 Public School Representative - This position is typically assumed by the local school district special education director in most school districts. In Fayette County, a specific staff person is designated with responsibility for transition.

- (a) Co-chair parent meetings and inservices with the PIPC Transition Chairperson at which parents are trained regarding the transition process and at which parents are asked to provide written consent for initiation of the referral process
- (b) Schedule/chair public school pre-screening committees in each preschool
- (c) Send required paperwork to the preschools
- (d) Schedule/conduct evaluation and observations
- (e) Schedule public school Admissions and Release Committee (ARC) meetings

- (f) Receive speech only referrals from the preschools and deliver them to the school which the child will attend at the time of public school enrollment
- (g) Receive follow-up packets for all children in transition from the PIPC preschools and deliver them to the school which the child will attend at the time of public school enrollment
- (h) Receives written referral on all preschool children in transition, transmit referrals to appropriate personnel within the district, and monitor referral process and timelines
- (i) Serve as consultant to preschools regarding referrals
- (j) Meet monthly with PIPC Transition Committee to coordinate transition community-wide
- (k) Meet monthly with PIPC to keep it informed of transition issues and to acquire direction as needed

1.6.3 Center Transition Coordinator (Family Services Coordinator in the Lexington Center and the Head Teacher in the Richmond and Danville Centers) The Transition Coordinator coordinates all activities of the center related to transition, insuring that all procedures and timelines for transition are carried out appropriately by all center staff involved in transition. In addition to this overall responsibility, the Transition Coordinator carries out the following specific functions.

- (a) Meet monthly with PIPC Transition Committee to share and acquire information on the transition process and to insure coordination of the transition process among the preschools and with the public school
- (b) Insure that parents are provided information at the time of preschool enrollment and at the beginning of the transition year to make them aware of the age at which children are eligible for public school enrollment and the basic services available through the public schools
- (c) Insure that center teachers and therapists have the information and skills necessary for completing public school pre-screening and referrals
- (d) Insure that center teachers and therapists complete the public school pre-screening and referrals correctly and that this information is transmitted to the Public School Representative according to established transition procedures and timelines
- (e) Insure that a copy of all referral information on each child transmitted to the public schools is retained in the child's cumulative record at the center
- (f) Organize and chair the center pre-screening committee meetings (initial center team meeting in the Fall for children in transition at which time a determination is made regarding the need for an nature of a referral to the public schools for special education)
- (g) Coordinate and attend the meeting of the center prescreening committee members with the Public School Representative for those children determined by the pre-screening committee (at initial center team meeting - see item f above) to be suspected of having a handicap which require special education in the public schools; the purpose of this meeting will be to review the center's recommendation and to determine whether or not initiation of a formal referral is warranted in light of child need and legal requirements for public school special education placement
- (h) Send Child Find information to the public schools in November of each year (CDCB Form 14) on all children regardless of age enrolled in the Center. The Family Services Coordinator will assume this responsibility for all three centers.
- (i) Insure appropriate procedures and timelines are carried out for making and transmitting referrals to the Public School Representative on those children who are referred for speech only; collect and deliver speech only referrals to the Public School Representative
- (j) Collect and deliver follow-up packets on all children in transition, all children entering public schools, (whether referred for special education or not) to the Public School Representative
- (k) Attend scheduled parent meetings and inservices
- (l) Coordinate the participation of center staff in the public school ARC process; insure that center staff have the information and skills necessary for effective participation
- (m) Keep the Executive Director informed concerning the transition process, noting in particular any positive or negative trends in the overall transition process; recommend policies and procedures as needed regarding transition
- (n) Collect, maintain, and analyze longitudinal data on the children referred for public school placement

1.6.4 Teachers coordinate the transition process on the individual child and parent basis.

Responsibilities include:

- (a) Complete referral information forms and collect data and other information needed for the referral/transition process
- (b) Administer the Helpful Entry Level Skills Checklist at the beginning of the school year, mid-year, and at the end of the school year according to transition timelines
- (c) Participate in cross program visitation

- (d) Attend scheduled inservices and parent training sessions
- (e) Develop sample IEP containing recommendations for public school placement in collaboration with the child's parents and center therapist
- (f) Attend center and public school pre-screening committee meetings
- (g) Conduct/participate in Parent/Center Team Conferences at least 3 times annually, for the purposes of developing and/or sharing, as appropriate, transition objective recommendations for the child's IEP during his/her final year of placement in the center, results of administration of the Helpful Entry Level Skills Checklist, the instructional strategies targeted at transition objectives for use by staff and parents during the child's transition year, the sample IEP for public school placement, public school evaluation information (when available) prior to the public school Admissions and Release Committee (ARC) meeting, and information on the transition process and parental rights. (See 1.3)
- (h) Participate in the public school ARC, using written recommendations developed in advance of the meeting
- (i) Complete a follow-up packet of information at the end of the transition year. Give one copy of the packet to the parent and one copy to the Center Transition Coordinator who will transmit the packet to the public schools. The packet shall include:
 - (1) Cover Sheet (CDCB Form 31)
 - (2) End-of-year information on the child such as annual summary reports from teachers and therapists (CDCB Forms 12 A-D), work samples, recommendations for behavior management strategies and other observations which may help to identify programmatic starting points for the child's teachers and therapists for the coming year.

1.6.5 Therapists

- (a) Provide prescreening and referral information as requested by the teacher or as determined by the Parent/Center Team or public school referral procedure needs
- (b) Attend center and public school prescreening committee meetings
- (c) Attend scheduled inservices and parent training sessions as requested
- (d) Collaborate with the Parent/Center Team in developing sample IEP recommendations for public school placement
- (e) Participate in Parent/Center Team Conferences at least 3 times annually for the purposes identified in 1.6.4.(g) above and in 1.3
- (f) Participate in the public school ARC, using written recommendations developed in advance of the meeting
- (g) Provide to the teacher information needed for the follow-up packet [see 1.6.4 (i)] including the end-of-year summary and related recommendations
- (h) As needed, acquire parental consent for PT or OT evaluation by public school personnel
- (i) Conduct end-of-year evaluations on children and transmit these to the Transition Coordinator prior to the public school ARC for use in this meeting
- (j) For speech pathologists, complete the Kentucky Severity Rating Scale on all speech/language referrals in accordance with transition timelines. Transmit results to the Transition Coordinator.

CHILD DEVELOPMENT CENTERS OF THE BLUEGRASS FOLLOW-UP PACKET

The following packet of information has been compiled for the child named below who has been served in our preschool program. This child has been enrolled in the public schools for the coming year. With this packet, we have not tried to duplicate the child's cumulative folder. Please follow procedures in your district to review this folder. Rather, we have tried to collect here information which can help teachers, therapists, and other program personnel in designing instructional and intervention strategies for the child to make the child's transition from preschool to public school as smooth as possible and to insure program continuity for the child.

We would appreciate hearing from you at any time. If we stay in touch, it will:

Help the Child - We can give insights on approaches to working with the child that we have seen to be helpful.

Help Us - We like to know how our program graduates are doing, first, because of our obvious interest in the child, but also, because feedback helps us think of ways that we can improve our program to better prepare our children for public school placement.

Help You - Our staff (teachers and therapists) can serve as a resource to you if any questions about the child's programming arise.

It is a real pleasure to meet you through this indirect way. We would certainly welcome your visiting our agency to see the type of program that the child attended last year and to meet the staff who worked with the child.

We hope that this packet is helpful to you. If you need any more information, if you have any questions now or later, or if you'd like to visit our program, please feel free to contact us.

Child's Name _____

Contact Person _____

Address _____

Phone _____

HELPFUL ENTRY LEVEL SKILLS CHECKLIST

REVISED EDITION

CHILD'S NAME: _____

PARENT'S NAME(S): _____

DATE OF BIRTH: _____

PROGRAM: _____

TEACHER: _____

Pretest Date: _____

Target Skill Numbers:

Classroom Skills	_____	_____	_____	_____	_____	_____
Work Skills	_____	_____	_____	_____	_____	_____
Communication	_____	_____	_____	_____	_____	_____
Social Behavior	_____	_____	_____	_____	_____	_____
Self Management	_____	_____	_____	_____	_____	_____

Mid Year Date: _____

Target Skill Numbers:

Classroom Skills	_____	_____	_____	_____	_____	_____
Work Skills	_____	_____	_____	_____	_____	_____
Communication	_____	_____	_____	_____	_____	_____
Social Behavior	_____	_____	_____	_____	_____	_____
Self Management	_____	_____	_____	_____	_____	_____

Post Test Date: _____

Target Skill Numbers:

Classroom Skills	_____	_____	_____	_____	_____	_____
Work Skills	_____	_____	_____	_____	_____	_____
Communication	_____	_____	_____	_____	_____	_____
Social Behavior	_____	_____	_____	_____	_____	_____
Self Management	_____	_____	_____	_____	_____	_____

Project STEPS
Child Development Centers of the Bluegrass, Inc.
Lexington, KY

PROJECT STEPS HELPFUL ENTRY LEVEL SKILLS CHECKLIST

CHILD'S NAME: _____

PERSON COMPLETING FORM: _____

SKILL	PRETEST DATE:			MIDYEAR DATE:			POST TEST DATE:		
CLASSROOM RULES	YES	NO	I/E	YES	NO	I/E	YES	NO	I/E
1. Walks rather than runs indoors									
2. Waits quietly in line									
3. Sits or waits appropriately									
4. Complies with simple directions provided to a group									
5. Makes transition from one activity to another with minimal assistance									
6. Uses appropriate behaviors to get teacher (staff) attention when necessary									
7. Replaces material, cleans up own activity area									
8. Stays in own space for activities									
9. Stays with group outside classroom									

Comments:

Target Skill #(s): _____

WORK SKILLS	YES	NO	I/E	YES	NO	I/E	YES	NO	I/E
1. Refrains from disturbing the activity of others									
2. Stops activity when given direction "stop"									
3. Works independently on developmentally appropriate material									
4. Completes tasks when given developmentally appropriate material									
5. Follows simple directions related to tasks									
6. Engages in developmentally appropriate activities for 1-3-5-10-15 minutes									
7. Waits until directions are completed to begin activities									

Comments:

Target Skill #(s): _____

KEY:

V = VERBAL PROMPT / GUIDANCE
M = MODEL PROMPT / GUIDANCE
P = PHYSICAL PROMPT / GUIDANCE

CHILD'S NAME: _____

HELS CHECKLIST
PAGE 2

SKILL	PRETEST DATE:			MIDYEAR DATE:			POST TEST DATE:		
COMMUNICATION SKILLS	YES	NO	I/E	YES	NO	I/E	YES	NO	I/E
1. Comes to adult when signaled									
2. Communicates own needs and preferences									
3. Answers questions about self/family, name, address, age, birthdate, parents' name									
4. Attends to peer or adult who is talking to a group									

Comments:

Target Skill #(s): _____

SOCIAL BEHAVIOR SKILLS	YES	NO	I/E	YES	NO	I/E	YES	NO	I/E
1. Responds positively to social recognition and reinforcement									
2. Modifies behavior when provided with verbal direction									
3. Follows school rules									
4. Separates from parents and accepts school personnel									
5. Interacts cooperatively with others									
6. Respects others and their property									
7. Expresses emotions and feelings appropriately									
8. Exhibits self-control regarding aggressive behavior to self or others, i.e. hitting, biting, using obscene language									
9. Defends self appropriately									
10. Is willing to try new activities and skills									
11. Waits to take turns and shares									
12. Uses imitative behavior appropriately									

Comments:

Target Skill #(s): _____

KEY:

V = VERBAL PROMPT / GUIDANCE
M = MODEL PROMPT / GUIDANCE
P = PHYSICAL PROMPT / GUIDANCE

I/E = INCONSISTENT OR EMERGING

CHILD'S NAME: _____

HELS CHECKLIST
PAGE 3

SKILL	PRETEST DATE:			MIDYEAR DATE:			POST TEST DATE:		
SELF MANAGEMENT SKILLS	YES	NO	I/E	YES	NO	I/E	YES	NO	I/E
1. Eats lunch or snack with minimal assistance									
2. Is aware of/attends to appearance, i.e. keeps nose clean, adjusts clothing									
3. Locates and uses restroom									
4. Cares for bathroom needs									
5. Puts on/takes off outer clothing with minimal assistance									
6. Makes transition between classroom and transportation with minimal assistance									
7. Seeks out adult if hurt or cannot handle social situations									
8. Is aware of obvious dangers and avoids them									
9. Locates own possessions and returns them to appropriate place									

Comments:

Target Skill #(s): _____

General Comments:

KEY:

V = VERBAL PROMPT / GUIDANCE
M = MODEL PROMPT / GUIDANCE
P = PHYSICAL PROMPT / GUIDANCE

I/E = INCONSISTENT OR EMERGING

DRAFT

PROJECT STEPS REPLICATION ACTIVITIES CONTRACT AND MONITORING CHECKLIST

Replication Site
Early Intervention:
Preschool:

Head Start:
Public School:

Replication Contact Person
Early Intervention:
Preschool:

Head Start:
Public School:

Core Facilitator
MH/MR:
Head Start:
RTC:

	YES	NO	DATE INITIATED		DATE COMPLETED		PERSON RESPONSIBLE
			proposed	actual	proposed	actual	
ADMINISTRATIVE COMPONENT							
1. Identify roles and responsibilities of persons involved in the transition process.							
2. Identify a single contact within each agency.							
3. Negotiate transition timelines.							
4. Negotiate procedures for conducting a referral process.							
5. Negotiate procedures for implementing an evaluation process.							
6. Negotiate procedures for planning and conducting the IEP meeting.							
7. Implement procedures for insuring follow-up on children in transition.							
8. Identify staff training needs concerning transition.							

	YES	NO	DATE INITIATED		DATE COMPLETED		PERSON RESPONSIBLE
			proposed	actual	proposed	actual	
9. Identify family concerns/needs concerning transition.							
STAFF CONSIDERATIONS							
1. Conduct inservice for on the following topics for "sending" agency staff:							
a. federal/state/local regulations							
b. public school operation & funding							
c. public school programs							
d. staff involvement in due process							
e. role in transition process							
2. Conduct inservice on the following topics for the "receiving" agency staff:							
a. role of early intervention							
b. benefits of early intervention							
c. role in the transition process							

	YES	NO	DATE INITIATED		DATE COMPLETED		PERSON RESPONSIBLE
			proposed	actual	proposed	actual	
3. Facilitate communication among "sending" and "receiving" agency staff. Options include:							
a. cross program visitation							
b. joint inservice							
c. videotapes							
d. follow-up packets							
4. Outline procedures for staff involvement in the referral process.							
5. Outline procedures for staff involvement in the evaluation process.							
6. Outline procedures for staff involvement in the follow-up process.							
7. Use the Helpful Entry Level Skills Checklist and Instructional Strategies Manual.							
FAMILY INVOLVEMENT ISSUES							
1. Outline procedures for including families in due process procedures.							
2. Develop options for increasing families awareness of federal and state regulations and the "receiving" agency through:							

	YES	NO	DATE INITIATED		DATE COMPLETED		PERSON RESPONSIBLE
			proposed	actual	proposed	actual	
a. group meetings							
b. support groups							
c. individual counseling							
d. video tapes							
e. newsletters							
f. program visitations							
g. written information							
3. Encourage families to foster independence in their child.							
4. Develop procedures for linking families to needed supplemental services.							
CHILD PREPARATION							
1. Identify entry level skills the child will need in the next educational program.							
2. Develop a format for evaluating the entry level skills.							
3. Administer the Helpful Entry Level Skills Checklist or a locally developed checklist to children in transition.							

	YES	NO	DATE INITIATED		DATE COMPLETED		PERSON RESPONSIBLE
			proposed	actual	proposed	actual	
4. Select target skills and incorporate instructional strategies based on the individual needs of the children.							
5. Develop an individual transition plan for each child in transition.							
PIPC COMPONENT							
1. Involvement of the PIPC in transition issues and policy development. Options include:							
a. transition committee							
b. standing agenda item							
2. Include other agencies in PIPC that are involved in the transition process for specific children.							

YES = targeted for replication
NO = not targeted for replication

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